

Exploring the Implementation of Strategic Intervention Materials: Basis for Policy Development

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Abstract

This study explored the learning difficulties and experiences of the learners in lesson content, and the challenges and problems encountered by teachers. The result of this study server as a basis for a policy development plan to enhance the extent of implementation of Strategic Intervention Materials (SIM) Salindingan Elementary School, West District, Schools Division of the City of Ilagan. A qualitative approach was used to determine the learning difficulties and experiences of 6 out of 56 learners in lesson content and the challenges and problems encountered by all three teachers. This study focused on pupils who have engaged with the Strategic Intervention Materials (SIM) created by the teacher participants. Additionally, inclusion in the study is contingent upon the willingness of participants to be subjects of the research. This selection criteria ensures that the study examines the effects of the specific SIM developed by the teachers on pupils who have experienced them, while also respecting the voluntary participation of individuals involved. A semi-structured questionnaire consisted of open-ended questions aligned to the questions was used. The results indicate that, while the aim of the SIM is to enable learners to independently engage with and answer the material, learners still require teacher guidance during its implementation. Effective time management, optimism, expert support, self-motivation, and proper planning were identified as key factors for successful implementation. Participants also shared insights for others, highlighting that the (SIM) serves as a valuable tool for addressing less understood competencies, proving to be useful, helpful, and contributing to teacher satisfaction. On the otherhand, teachers need should be passionate about teaching and recognize their significant responsibility in schools to support learners and provide resources that academically uplift at-risk learners. They underline the need to create programs and conduct training and seminars to enhance teachers' skills in implementing strategic intervention materials.

Keywords: Strategic Intervention Material, explore, policy development

Introduction

Education plays a vital role in developing individuals' cognitive and affective domains, and the effective teaching of mathematics is essential for fostering critical thinking and problem-solving skills. To realize this, teachers require effective instructional methods that engage and support their learning journey (Adewale, 2014). In this pursuit, teachers play a pivotal role as facilitators of knowledge and skill development. However, various factors can impact students' learning experiences and academic

performance, leading to challenges such as poor achievement and school dropouts (Casinillo et al., 2020; Govindaraju & Venkatesan, 2010).

The Philippine Basic Education System face various challenges and problems in the sustaining the implementation of enhanced basic education curriculum. The results of the students' performance in the Programme for International Student Assessment (PISA) of 2018, our county ranked second-lowest in math among the seventy-nine (79) country-participants. However, in the PISA 2022, the Philippines now ranks sixth-lowest in mathematics among the 81 countries who participated in the assessment (PhilStar, 2023).

In 2019, Trends in Mathematics and Science Study (TIMSS) showed that the Philippines only scored 297 in mathematics which is significantly lower than any other participating country. The same scenario is true in the 2023 National Achievement Test (NAT) results in Mathematics with a low mean percentage score. Also, in an article published in Rappler, the Philippines once again ranked last among the 79 countries in comprehension, and also ended up in the low 70s in Mathematics and Science in a 2018 study by the Organization for Economic Co-operation and Development (OECD) Will Kenton with 353 points and 357 points respectively against a 489 OECD average for both categories.

According to Casinillo (2019) and Casinillo et al. (2020), there are factors affecting their learning experiences that leads to low academic performance. In the study of Govindaraju and Venkatesan (2020), poor teaching strategy, difficulties in learning and low performance results to school drop-outs. Hence, strategic intervention must be implemented to develop students' interest and progress their level of achievement.

Strategic Intervention Materials (SIMs) emerge as valuable teaching resources designed to reinforce and support students' competency-based abilities that may have been inadequately acquired during regular classroom instruction. These materials aim to assist struggling students in mastering essential concepts and skills in an engaging manner (Okobia, 2011). SIMs are specifically crafted to address the least-mastered skills of students, providing them with opportunities to succeed and become independent learners (Dy, 2011). It is a teaching tool used in classroom instruction to boost student engagement and, as a result, their level of knowledge. It is carefully crafted and intended to teach remedial to those who struggle with the topic. Students who struggled to understand the subject concepts are provided it after the regular classroom session. By offering remedial support after regular class sessions, SIMs strive to bridge the learning gaps and improve students' comprehension of subject concepts.

The strategic intervention materials are materials given to students to help them master competency-based skills which they were not able to develop during a regular classroom teaching. It consists of both learning strategies for students and content enhancement for teachers (Arisi, 1998; Bunagan, 2012; Suarez et.al, 2020). It is a multifaceted approach to help students to become independent and successful learners (Jotia & Matlale, 2011; Okobia, 2011). This intervention material focuses on the skill not mastered by the students during regular class.

These are teaching aids introduced into the teaching methods to stimulate the activity of the students and thereby increased their level of understanding (Dy, 2011). It is strategically prepared and designed for teaching remediation for low achievers in the subject. It is given after the regular classroom instruction to students who were not able to grasp the concepts of the subject matter. This is an instructional material for remediation purposes is one of the solutions employed by the Department of Education (DepEd) to enhance academic achievements of students performing low in the field of science and technology (Suarez et.al, 2020)

Learners should receive an appropriate strategic intervention material to address an enduring issue because they experienced a greater variety of learning activities in elementary grades and still performed below expectations. Therefore, it is the responsibility of the teachers to address this deficiency. They should devise ways to recover the least-mastered skills that students have committed in order for them to be well-prepared for national building (Okobia, 2011). As the focal point of the teaching-learning process, teachers have a responsibility to provide each student with the scientific knowledge and abilities that will enable them to succeed in the various subject areas covered in the curriculum. All students profited from effective and efficient education; however, it is essential that professors employ sound techniques that improve students' scientific ability. The researcher entered into this investigation for just these reasons.

In the context of the Schools Division of Ilagan, the implementation of SIMs holds great significance. It serves as an intervention to aid students who face challenges in understanding specific concepts, thereby contributing to their overall academic performance and personal development. However, despite the enforcement of the memorandum on SIM and the inclusion of SIM-related trainings and activities in science fairs, the researcher has found several deficiencies in the literature: (1) there is no existing study that assesses SIM's implementation especially within the geographical and educational context of the Schools Division of the City of Ilagan; (2) available literature pertaining to SIMs are not particularly dedicated towards gauging it based on the affective and cognitive development of students; and (3) the limited studies on SIM are concentrated towards student outcomes and lacks an articulation of insights from the teachers themselves.

These limiting contexts challenged the researcher to assess the extent of effectiveness of the use Strategic Intervention Materials (SIM) in fostering affective and cognitive development. This study also aimed to evaluate the competency level of pupils before and after the utilization of Strategic Intervention Materials (SIM). Moreover, this study sought to explore the learning difficulties and experiences of the learners in lesson content, and the challenges and problems encountered by teachers. The result of this study served as a basis for a policy development plan to enhance the extent of implementation of Strategic Intervention Materials (SIM), and the level of competence of the learners in Mathematics at Salindingan Elementary School, West District, Schools Division of the City of Ilagan.

Methodology

This research utilized the qualitative approach. This was used to determine the learning difficulties and experiences of learners in lesson content and the challenges and problems encountered by teachers and the pupils in learning adding dissimilar fractions. Two- groups of participants were considered in the study: the teachers and pupils from Grades 4 to 6 of Salindingan Elementary School, West District, Schools Division of the City of Ilagan. This study focused exclusively on pupils who have engaged with the Strategic Intervention Materials (SIM) created by the teacher participants. Additionally, inclusion in the study is contingent upon the willingness of participants to be subjects of the research. This selection criteria ensures that the study examines the effects of the specific SIM developed by the teachers on pupils who have experienced them, while also respecting the voluntary participation of individuals involved. Exclusion criteria pertains specifically to those individuals who lack prior experience with the utilization of the Strategic Intervention Material (SIM). These learners were omitted from the study to maintain consistency and ensure that the findings accurately reflect the impact of the SIM on those who have had exposure to it. A semi-structured questionnaire consisted of open-ended questions aligned to the questions raised in the study. The semi-structured questions were divided into two parts organized based on the

research questions of the study. The first part delved into the experiences of pupils with the Strategic Intervention Materials; and the second part explored the challenges and problems of pupils in learning adding dissimilar fractions. Thematic Analysis was used to organized participants' responses on the problems and challenges encountered by teachers and students in the implementation of SIM. The researcher transcribed and code the data and organized the codes into categories and themes. The themes were analyzed in depth to identify relationships between the codes and the research questions.

Results and Discussion

The results indicate that, while the aim of the SIM is to enable learners to independently engage with and answer the material, learners still require teacher guidance during its implementation. Effective time management, optimism, expert support, self-motivation, and proper planning were identified as key factors for successful implementation. Participants also shared insights for others, highlighting that the (SIM) serves as a valuable tool for addressing less understood competencies, proving to be useful, helpful, and contributing to teacher satisfaction. On the other hand, teachers need should be passionate about teaching and recognize their significant responsibility in schools to support learners and provide resources that academically uplift at-risk learners. They underline the need to create programs and conduct training and seminars to enhance teachers' skills in implementing strategic intervention materials.

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